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## News Summary

Articles on inside pages

**The Naropa Institute,** possibly the only accredited Buddhism-based college in America, is home to an unusual summer writing program. Story on Page 3.

**Efforts by universities** to help faculty members transfer the results of their research to the marketplace present ethical dilemmas for institutions and scholars. Story on Page 11.

**A finance professor** at the University of Bridgeport has sued to halt the reorganization of the university's business college. Story on Page 13.

**A new state budget** in Texas provides higher education with a 9.1-per-cent increase that is still far short of what college officials wanted. Story on Page 15.

**Leaders of black colleges** have charged that proposed federal rules would unfairly deny support to some black institutions. Story on Page 15.

**Governors** should make more use of their states' public-university systems to promote economic growth, says a new report. Story on Page 19.

**Illinois universities** will lose hundreds of faculty and staff positions this fall due to cuts in state appropriations. Story on Page 19.

**"Star" fund raisers** received higher pay last year, while average salaries in the field were down, a survey has found. Story on Page 21.

**The influx of women** into fund raising has had a marked effect on the field. Story on Page 22.

**U.S. archaeologists** abandoned an excavation in Israel after protesters said the researchers were desecrating a cemetery. Story on Page 24.

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# Construction Boom Seen on Campuses over Next 5 Years

## 'Hidden crisis' likely to mean new buildings and renovations

By JEAN EVANGELAUF

WASHINGTON

Campus construction will boom over the next five years as colleges and universities catch up on deferred maintenance and replace outdated classrooms and laboratories.

A survey of college planners that was released last week found that about 60 per cent saw the need for new or modernized facilities on their campuses as "extremely urgent" or "very urgent." Asked to list the most severe problems of their campus buildings, the planners ranked roofs, heating systems, asbestos removal, and electrical systems as their top concerns.

### End of Facilities' Life Cycles

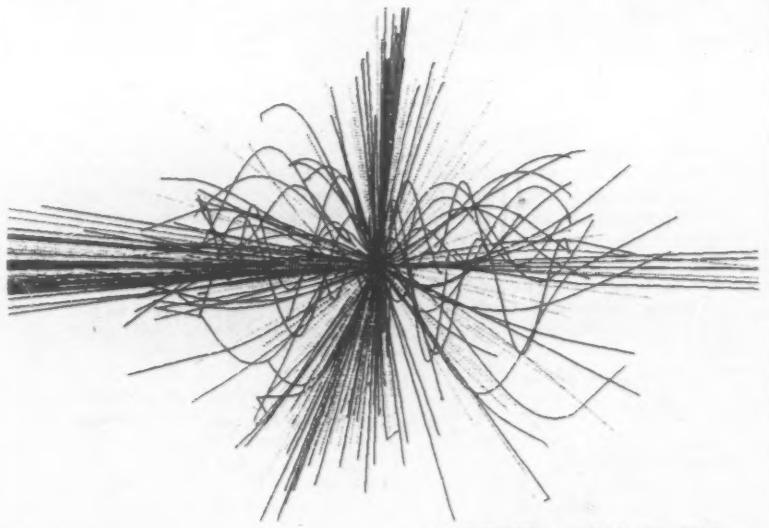
"What we have here is a hidden crisis," said David Paul Helpern, an architect and author of the survey report. "You may need to be an expert to know a building is in poor shape," he said here at the annual meeting of the Society for College and University Planning, which sponsored the survey with Mr. Helpern.

The cause of the crisis, he explained, "is that we have old buildings getting worse and we have new buildings getting worse." The facilities built during the rapid expansion of higher education in the 1960's are approaching the end of their 25-year life cycle, he said, and the older, better-constructed buildings of a century ago are also wearing out.

In addition, he said, colleges and universities will need to renovate buildings to accommodate new technologies, such as computers, and provide amenities such as parking and athletic facilities to attract stu-

*Continued on Page 20, Column 1*

## OBJECTIVE AT CERN: TO RE-CREATE CREATION



A COMPUTER SIMULATION OF A PARTICLE COLLISION; FERMI NATIONAL ACCELERATOR LABORATORY

During the first moments of the big bang, when the universe was but a speck, all of the fundamental forces were unified. One trillion-trillion-trillionth of a second later, as the universe expanded to about one-tenth of a millimeter across and cooled, symmetry broke. Like a drop of water that is suddenly frozen and crystallized into asymmetrical fractures, the breaking of symmetry separated the fundamental forces from one another. . . .

*Scientists at CERN, the European physics research center in Geneva, are working on a giant accelerator that they hope will mimic those moments. Story on Page 4.*

# *Against Towering Odds, Latin American Countries Combat Problems of Illiteracy*

BOGOTÁ, COLOMBIA

The countries of Latin America have 6 million university students, 450,000 professors, and 45 million illiterates, a United Nations official told an international conference of educators and economists here a few months ago.

It is, he said, "like a skyscraper towering over a landscape filled with rural shacks."

Even that is an improvement, the official might have added. In 1970, Latin America's illiteracy rate stood at 27.3 per cent; now it is down to 13.4 per cent. But unless the region does much more to confront the problem soon, by the year 2000 it could still have nearly 40 million people who can neither read nor write.

The odds against success are great. Widespread poverty, malnutrition, uneducated and often non-Spanish-speaking rural populations, declining school-attendance rates, economic crises from one Latin American nation to the next—all make the effort to combat illiteracy a tremendous challenge.

### Foreign Debts Hold Down Spending

Foreign debts, in particular, have forced many governments to hold down their spending on education—which amounts to only 4 per cent of the gross national products of the countries in the region.

But in country after country, officials have come to recognize that creative approaches to combating illiteracy are crucial to their people's future, and the battle has been joined.

"The problem of illiteracy is not exclusively one of resources," says Fernando Cardenal, Nicaragua's Minister of Education. "When the government makes a political decision to give priority to education—when the people participate and assume the task of educating others—much can be done with very little money."

In Nicaragua thousands of young people have been trained to teach reading and writing, and the Sandinista government says it has reduced illiteracy rates from 63 per cent in 1979 to 15 per cent today.

In Brazil, where one-fifth of the people are illiterate, grassroots programs in peasant communities also are under way. Peru

*Continued on Page 24, Column 1*

### *Sweeping Changes Proposed for Cal. Higher Education*

A state commission has suggested broad changes for California's higher-education system. If adopted, the plan could have a nationwide impact. Page 15.

FACT–FILE

# 1985-86 Holdings of Research Libraries in U.S. and Canada

## *University libraries*

| | Rank[1] | Volumes in library | Volumes added | Current serials | Total staff | Total expenditures[2] |
|---|---|---|---|---|---|---|
| Harvard U. | 1 | 11,136,662 | 217,757 | 102,000 | 1,044 | $30,988,429 |
| U. of California at Los Angeles | 2 | 5,486,955 | 296,309 | 88,545 | 695 | 27,529,037 |
| U. of California at Berkeley | 3 | 6,845,732 | 254,231 | 97,971 | 750 | 25,114,849 |
| Yale U. | 4 | 6,236,679 | 174,739 | 57,351 | 636 | 19,850,396 |
| U. of Illinois | 5 | 7,000,170 | 198,837 | 92,913 | 556 | 15,428,361 |
| U. of Texas | 6 | 5,579,326 | 186,961 | 78,189 | 585 | 17,315,732 |
| U. of Toronto | 7 | 5,373,654 | 208,766 | 40,238 | 735 | 18,053,344 |
| Stanford U.[3] | 8 | 5,447,869 | 154,742 | 46,431 | 584 | 23,608,856 |
| Columbia U. | 9 | 5,551,739 | 121,669 | 63,430 | 597 | 18,031,190 |
| Cornell U.[3] | 10 | 4,870,570 | 129,755 | 58,504 | 552 | 16,464,418 |
| U. of Washington | 11 | 4,549,114 | 154,118 | 55,096 | 484 | 12,655,741 |
| U. of Wisconsin | 12 | 4,607,542 | 121,882 | 48,907 | 511 | 15,784,676 |
| U. of Minnesota | 13 | 4,286,431 | 116,479 | 44,559 | 417 | 14,956,701 |
| U. of Chicago | 14 | 4,756,076 | 101,139 | 47,685 | 357 | 12,605,029 |
| U. of North Carolina | 15 | 3,301,751 | 120,512 | 44,513 | 408 | 12,648,539 |
| Ohio State U. | 16 | 4,077,575 | 110,862 | 31,312 | 469 | 13,811,159 |
| Princeton U. | 17 | 3,856,638 | 107,393 | 36,290 | 379 | 12,390,223 |
| Pennsylvania State U.[3] | 18 | 2,808,553 | 91,180 | 29,161 | 457 | 14,820,213 |
| U. of Pennsylvania | 19 | 3,376,901 | 106,152 | 30,511 | 373 | 12,468,646 |
| Duke U. | 20 | 3,510,645 | 92,093 | 35,969 | 317 | 11,073,951 |
| U. of Arizona | 21 | 3,139,481 | 102,612 | 31,892 | 365 | 11,228,817 |
| U. of California at Davis | 22 | 2,082,128 | 92,477 | 50,564 | 316 | 12,177,242 |
| U. of Georgia[3] | 23 | 2,510,730 | 95,057 | 53,553 | 354 | 9,597,769 |
| U. of British Columbia | 24 | 2,555,667 | 97,837 | 23,521 | 425 | 11,076,600 |
| U. of Virginia | 25 | 2,812,167 | 110,519 | 22,318 | 344 | 11,873,220 |
| New York U. | 26 | 2,932,055 | 74,656 | 29,789 | 358 | 12,801,816 |
| Arizona State U.[3] | 27 | 2,108,370 | 116,615 | 34,648 | 326 | 10,608,833 |
| U. of Alberta[3] | 28 | 2,555,756 | 92,345 | 22,608 | 402 | 10,814,712 |
| Northwestern U. | 29 | 3,206,698 | 97,577 | 25,317 | 343 | 10,674,464 |
| Rutgers U.[3] | 30 | 2,300,292 | 86,082 | 18,694 | 465 | 14,443,513 |
| U. of Southern California[3] | 31 | 2,497,483 | 68,058 | 31,463 | 377 | 10,479,608 |
| U. of Iowa | 32 | 2,754,851 | 99,184 | 37,297 | 259 | 8,668,791 |
| U. of Florida | 32 | 2,539,417 | 78,902 | 29,512 | 386 | 9,875,490 |
| Michigan State U. | 34 | 3,129,802 | 81,521 | 24,859 | 325 | 9,723,470 |
| U. of Kansas | 35 | 2,571,998 | 87,045 | 29,666 | 294 | 9,283,467 |
| Johns Hopkins U. | 36 | 2,621,732 | 70,111 | 20,024 | 358 | 10,224,559 |
| U. of California at San Diego | 37 | 1,760,614 | 85,407 | 19,475 | 300 | 11,336,121 |
| U. of Maryland | 38 | 1,780,055 | 87,563 | 20,658 | 318 | 9,932,703 |
| Massachusetts Institute of Technology | 39 | 2,029,455 | 81,855 | 21,147 | 280 | 8,719,174 |
| McGill U. | 40 | 2,347,242 | 60,543 | 18,013 | 323 | 9,279,089 |
| Howard U. | 41 | 1,541,337 | 70,499 | 24,966 | 265 | 10,656,085 |
| U. of Hawaii | 42 | 2,089,176 | 77,913 | 33,869 | 223 | 6,420,637 |
| Louisiana State U. | 43 | 2,210,758 | 65,291 | 22,840 | 272 | 8,006,843 |
| Boston U. | 44 | 1,648,586 | 56,764 | 29,129 | 299 | 8,361,092 |
| U. of Missouri | 45 | 2,318,012 | 68,908 | 16,880 | 246 | 8,602,188 |
| Syracuse U. | 46 | 2,158,536 | 55,733 | 23,027 | 243 | 7,789,985 |
| U. of Western Ontario | 47 | 1,868,915 | 61,973 | 18,972 | 310 | 7,130,876 |
| Wayne State U.[3] | 48 | 2,129,392 | 54,781 | 23,336 | 231 | 8,682,030 |
| Emory U. | 49 | 1,951,101 | 66,931 | 17,969 | 230 | 8,340,072 |
| U. of California at Santa Barbara | 50 | 1,745,803 | 49,381 | 21,247 | 239 | 9,763,294 |
| Georgetown U. | 51 | 1,553,057 | 65,104 | 20,485 | 273 | 9,161,123 |
| U. of Connecticut | 52 | 2,013,043 | 68,312 | 19,872 | 225 | 7,874,952 |
| U. of Cincinnati | 53 | 1,527,605 | 61,434 | 19,652 | 283 | 8,771,800 |
| Texas A&M U. | 54 | 1,655,852 | 59,997 | 16,772 | 298 | 8,851,483 |
| Vanderbilt U. | 55 | 1,679,141 | 70,991 | 17,800 | 237 | 7,597,039 |
| U. of Laval | 56 | 1,541,660 | 55,538 | 13,722 | 269 | 7,991,511 |
| U. of South Carolina | 57 | 2,175,786 | 65,942 | 18,898 | 204 | 5,788,607 |
| U. of New Mexico | 58 | 1,560,054 | 53,197 | 17,105 | 262 | 7,750,244 |
| U. of Nebraska | 58 | 1,833,558 | 62,772 | 23,755 | 207 | 5,941,275 |
| Southern Illinois U. | 60 | 1,899,589 | 59,445 | 21,473 | 246 | 6,785,656 |
| Washington U. (Mo.) | 60 | 2,069,700 | 43,333 | 16,454 | 231 | 8,103,626 |
| U. of Massachusetts | 62 | 2,129,588 | 67,077 | 14,138 | 213 | 6,782,429 |
| Temple U.[3] | 63 | 1,896,630 | 59,284 | 15,839 | 259 | 6,782,747 |
| Purdue U. | 64 | 1,695,718 | 50,815 | 18,224 | 264 | 6,602,987 |
| U. of Miami | 64 | 1,552,907 | 52,707 | 21,565 | 243 | $6,875,415 |
| Brown U. | 64 | 2,015,489 | 50,686 | 15,559 | 229 | 7,497,384 |
| Brigham Young U. | 67 | 1,802,197 | 65,266 | 17,222 | 298 | 7,776,465 |
| Virginia Polytechnic Institute and State U.[3] | 68 | 1,551,733 | 64,744 | 19,814 | 193 | 6,553,355 |
| U. of Kentucky | 69 | 1,992,499 | 44,363 | 15,072 | 261 | 7,395,619 |
| Iowa State U. | 70 | 1,663,235 | 63,139 | 19,683 | 211 | 6,074,302 |
| U. of Waterloo[3] | 71 | 1,466,524 | 66,120 | 16,281 | 220 | 5,978,829 |
| U. of Oklahoma | 72 | 2,492,364 | 60,838 | 17,370 | 183 | 5,805,954 |
| U. of Rochester[3] | 73 | 2,512,828 | 48,246 | 12,857 | 240 | 6,601,583 |
| U. of Delaware | 73 | 1,723,465 | 54,569 | 20,590 | 177 | 6,631,625 |
| U. of Houston | 75 | 1,485,706 | 52,513 | 22,581 | 222 | 6,757,350 |
| U. of California at Irvine | 76 | 1,239,130 | 61,017 | 15,904 | 211 | 9,069,029 |
| U. of Colorado | 77 | 2,096,954 | 50,783 | 13,803 | 203 | 6,575,349 |
| U. of Notre Dame | 77 | 1,745,405 | 62,951 | 16,162 | 177 | 5,638,794 |
| York U. (Ontario)[3] | 79 | 1,483,382 | 53,654 | 11,933 | 236 | 6,774,073 |
| State U. of New York at Stony Brook | 80 | 1,552,497 | 49,996 | 13,117 | 218 | 6,777,927 |
| U. of Utah | 80 | 1,588,466 | 56,818 | 14,348 | 226 | 5,810,603 |
| Tulane U.[3] | 80 | 1,630,587 | 56,836 | 14,716 | 188 | 5,808,536 |
| Florida State U.[3] | 80 | 1,624,138 | 47,477 | 17,233 | 230 | 5,951,851 |
| U. of Manitoba | 84 | 1,403,940 | 45,227 | 12,433 | 235 | 6,486,406 |
| Washington State U. | 85 | 1,456,181 | 39,594 | 20,181 | 209 | 6,535,747 |
| U. of Oregon | 85 | 1,706,612 | 46,737 | 18,268 | 200 | 5,825,800 |
| U. of Tennessee | 87 | 1,552,605 | 41,623 | 14,456 | 230 | 5,785,671 |
| North Carolina State U. | 88 | 1,153,720 | 47,280 | 15,439 | 213 | 7,215,356 |
| Queen's U. at Kingston | 88 | 1,632,468 | 35,891 | 15,562 | 216 | 5,604,165 |
| Dartmouth C. | 90 | 1,614,015 | 37,141 | 20,155 | 182 | 5,693,262 |
| Georgia Institute of Technology | 91 | 1,468,638 | 49,685 | 28,557 | 111 | 4,308,387 |
| U. of Guelph | 92 | 1,634,610 | 69,924 | 10,047 | 157 | 4,316,590 |
| McMaster U. | 92 | 1,218,070 | 47,509 | 10,240 | 193 | 6,069,787 |
| U. of Alabama | 94 | 1,654,865 | 43,712 | 15,760 | 170 | 5,089,297 |
| U. of California at Riverside | 95 | 1,250,372 | 47,239 | 13,668 | 146 | 6,303,190 |
| Case Western Reserve U. | 96 | 1,493,579 | 29,359 | 13,394 | 180 | 6,265,454 |
| U. of Saskatchewan | 97 | 1,253,984 | 47,900 | 10,118 | 171 | 5,241,180 |
| State U. of New York at Albany[3] | 98 | 1,154,576 | 36,853 | 13,300 | 156 | 5,389,261 |
| Kent State U. | 99 | 1,609,598 | 39,661 | 7,375 | 184 | 5,623,444 |
| Oklahoma State U. | 100 | 1,420,618 | 30,313 | 10,350 | 167 | 4,699,819 |
| Colorado State U. | 101 | 1,071,104 | 31,814 | 11,761 | 141 | 4,214,993 |
| Indiana U. | n/a | 3,786,962 | 118,254 | 32,586 | 509 | 11,906,464 |
| U. of Michigan | n/a | 5,920,576 | 145,349 | 66,106 | 576 | 17,526,414 |
| U. of Pittsburgh | n/a | 2,661,196 | 85,417 | 26,328 | 333 | 8,893,988 |
| Rice U. | n/a | 1,276,197 | 43,240 | 11,586 | 144 | 4,540,456 |
| State U. of New York at Buffalo | n/a | 2,371,181 | 66,169 | 23,703 | 272 | 8,752,551 |

Note: Institutions are asked to report figures for their main campuses only, unless a branch campus is indicated.

1 Based on an index developed by the Association of Research Libraries to measure the relative size of university libraries. The index takes into account the number of volumes held, number of volumes added, number of current serials, total expenditures, and size of staff. Five institutions chose not to have their index figure calculated; they appear at the end of the list of university libraries.

2 Figures for Canadian libraries are expressed in U.S. dollars.

3 Includes branches as well as the main institution.

n/a Data not available.

## *Non-university libraries*

| | Volumes in library | Volumes added | Current serials | Total staff | Total expenditures[1] |
|---|---|---|---|---|---|
| Boston Public Library | 5,568,008 | 187,776 | 15,738 | 557 | $8,454,137 |
| Canada Institute for Scientific and Technical Information, Ottawa, Ontario[2] | 1,983,464 | 72,723 | 30,000 | 230 | 15,715,642 |
| Center for Research Libraries, Chicago | 2,830,472 | 35,514 | 14,888 | 67 | 2,697,172 |
| Library of Congress, Washingon | 20,677,803 | 302,077 | 175,000 | 4,824 | 247,797,724 |
| Linda Hall Library, Kansas City, Mo. | 584,950 | 17,000 | 13,100 | 63 | 2,460,863 |
| National Agricultural Library, Beltsville, Md. | 1,860,103 | 14,176 | 31,000 | 197 | 12,053,077 |
| National Library of Canada, Ottawa, Ontario | 1,080,916 | 50,494 | 20,766 | 549 | 22,742,038 |
| National Library of Medicine, Bethesda, Md. | 1,782,238 | 39,425 | 27,410 | 401 | 27,795,198 |
| Newberry Library, Chicago | 1,402,554 | 10,870 | 6,200 | 106 | 2,829,337 |
| New York Public Library, New York | 6,203,240 | 453,574 | 140,000 | 494 | 32,052,857 |
| New York State Library, Albany, N.Y. | 1,978,860 | 35,613 | 17,770 | 192 | 7,058,627 |
| Smithsonian Institution, Washington[2] | 1,000,621 | 21,321 | 15,941 | 119 | 4,507,536 |

1 Figures for Canadian libraries are expressed in U.S. dollars.

2 Includes branches as well as the main institution.

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

# New Scholarly Books

*Continued from Page 8*

thought at a time when he was still greatly influenced by Martin Heidegger.

**The Language of Difference,** by Charles E. Scott (Humanities Press International; 204 pages; $35). A study of Nietzsche and Heidegger.

**Martin Heidegger's Path of Thinking,** by Otto Poggeler, translated by Dan Magurshak and Sigmund Barber (Humanities Press International; 324 pages; $45). This first English translation is based on the 1983 second edition of the German scholar's 1963 work.

**Psychosemantics: The Problem of Meaning in the Philosophy of Mind,** by Jerry A. Fodor (MIT Press; 224 pages; $19.95).

**William Ockham,** by Marilyn McCord Adams (University of Notre Dame Press; the two-volume set has 1,216 pages and costs $90). Analyzes the theories of the English Scholastic philosopher who lived from about 1285 to about 1349.

### POLITICAL SCIENCE

**The Politics of Environmental Mediation,** by Douglas J. Amy (Columbia University Press; 288 pages; $30). Discusses the politics of using mediation as a means of resolving disputes over environmental issues.

**Teledemocracy: Can Technology Protect Democracy?** by F. Christopher Arterton (Sage Publications; 280 pages; $29.95 hardcover, $14.95 paperback). Examines the effects of cable television and other new telecommunications technologies on democratic political institutions.

**Thinking Like a Communist: State and Legitimacy in the Soviet Union, China, and Cuba,** by Tony Smith (W. W. Norton & Company; 244 pages; $16.95). Argues that Marx's concept of the dictatorship of the proletariat was transformed by Lenin into the dictatorship of the Communist Party; suggests how such party domination has limited economic and political change in China, Cuba, and the Soviet Union.

**Wars Without Splendor: The U.S. Military and Low-Level Conflict,** by Ernest Evans (Greenwood Press; 176 pages; $27.95). Discusses the role of "low-intensity" military operations in American foreign policy.

### RELIGION

**Behind the Essenes: History and Ideology in the Dead Sea Scrolls,** by Philip R. Davies (Scholars Press; 150 pages $24.95).

**Composition and Tradition in the Book of Hosea: A Redaction-Critical Investigation,** by Gale A. Yee (Scholars Press; 440 pages; $18.95 hardcover, $13.95 paperback). Discusses the problem of literary unity in the Old Testament Book of Hosea.

**The Disposal of Impurity,** by David Pearson Wright (Scholars Press; 400 pages; $17.95 hardcover, $12.95 paperback). Examines Israelite rituals of purification as detailed in the Old Testament's Priestly writings.

**Narrative and Morality: A Theological Inquiry,** by Paul Nelson (Pennsylvania State University Press; 192 pages; $21.50).

**Paul and the Irony of Affliction,** by Karl A. Plank (Scholars Press; 150 pages; $15.95 hardcover, $11.95 paperback). Discusses Paul's rhetoric of affliction in I Corinthians 4:9-13.

**Paul, the Worldly Ascetic: Response to the World and Self-Understanding According to I Corinthians 7,** by Vincent L. Wimbush (Mercer University Press; 122 pages; $18.95). Describes the model of Christian behavior presented in I Corinthians 7:29-35.

**Science Serving Faith: Henry Nelson Wieman,** edited by Creighton Peden and Charles Willig (Scholars Press; 200 pages; $19.95 hardcover, $14.95 paperback). Edition of an unfinished work on Christology by the American theologian who died in 1975.

**Theism, Atheism, and the Doctrine of the Trinity,** by W. Waite Willis, Jr. (Scholars Press; 200 pages; $15.95 hardcover, $11.95 paperback).

**Who Wrote the Bible?** by Richard Elliott Friedman (Summit Books; 299 pages; $18.95). Draws on recent archaeological discoveries and new forms of linguistic analysis in a contribution to the scholarly debate over biblical authorship.

**Young Man Shinran: A Reappraisal of Shinran's Life,** by Takamichi Takahatake (Wilfrid Laurier University Press, distributed by Humanities Press International; 228 pages; $17.50). The Japanese Buddhist philosopher Shinran lived from 1173 to 1262.

### SOCIOLOGY

**Comparative Studies of Social Structure: Recent Research on France, the United States, and the Federal Republic of Germany,** edited by Wolfgang Teckenberg (M. E. Sharpe, Inc.; 215 pages; $35). Contains original essays on social stratification.

### THEATER

**Ellen Terry: Player in Her Time,** by Nina Auerbach (W. W. Norton & Company; 504 pages; $22.50). A biography of the English actress who lived from 1847 to 1928.

### URBAN STUDIES

**The Decline of Urban Politics: Political Theory and the Crisis of the Local State,** by M. Gottdiener (Sage Publications; 344 pages; $29.95 hardcover, $14.95 paperback).

# Construction Boom Seen on Campuses over 5 Years

*Continued from Page 1*

dents. "It all adds up to a building boom on the campuses," Mr. Helpern said.

Virtually all of those surveyed said their institutions would undertake major construction or renovation projects in the next five years. The following table shows how much colleges and universities plan to spend on those projects:

| Estimated building costs within the next five years | |
|---|---|
| Rehabilitation and alteration: | |
| Under $10-million | 64% |
| $10- to $25-million | 21% |
| $25- to $50-million | 9% |
| $50- to $100-million | 4% |
| Over $100-million | 1% |
| New construction: | |
| Under $10-million | 32% |
| $10- to $25-million | 35% |
| $25- to $50-million | 18% |
| $50- to $100-million | 8% |
| Over $100-million | 7% |

Even though colleges plan to spend many millions on facilities, the total may not be adequate, the survey results suggest. The following table shows how much money the planners estimate their colleges will require to put existing buildings into good condition, and how much they will need to spend on physical facilities to meet the needs of current educational programs:

| Estimated construction costs | |
|---|---|
| To put all college buildings in good condition: | |
| Under $10-million | 50% |
| $10- to $25-million | 28% |
| $25- to $50-million | 13% |
| $50- to $100-million | 6% |
| Over $100-million | 3% |
| To meet all needs of college's current educational program: | |
| Under $10-million | 25% |
| $10- to $25-million | 25% |
| $25- to $50-million | 15% |
| $50- to $100-million | 18% |
| Over $100-million | 17% |

The top priorities of campus facilities managers are classrooms and laboratories. Nearly half of those polled are planning new classroom construction, and 34 per cent will renovate classrooms.

### 'Embarrassing' Conditions

"Classrooms have gotten short shrift," Mr. Helpern said. "There's the sense that you can hold a class anywhere."

Some 44 per cent of the colleges surveyed will build new laboratories, and 33 per cent will renovate existing research facilities.

"Embarrassing" was Mr. Helpern's description of the working conditions of faculty members. "I've seen six professors working in a basement lab that was dank and damp," he said. "It's not a place you'd put anyone unless you were a college or a university."

In a shift from the last five years, colleges will be undertaking more new construction and less renovation of existing buildings, a trend Mr. Helpern said reflects the limits of rehabilitation.

### Low Figures in 2 Categories

The planners said their top problems over the next five years would be obtaining money for renovation and capital improvements and garnering public support for spending on college facilities.

The survey results indicate that two normally costly projects—renovating historic buildings and removing asbestos—will be less expensive than anticipated. The median for those activities was $1-million, a figure Mr. Helpern said appeared low.

The survey results are based on reports from 213 institutions, or 40 per cent of the 533 U.S. institutions that belong to the college planning society.

Copies of the 12-page report, *The State of College and University Facilities*, are available for $5 prepaid from David Paul Helpern, P.C., Architecture and Planning, 9 East 41st Street, New York 10017, or from the Society for College and University Planning, 2026M School of Education Building, University of Michigan, Ann Arbor, Mich. 48109.

DOUGLAS GORALSKI

***Architect David Paul Helpern: "Classrooms have gotten short shrift. There's the sense that you can hold a class anywhere."***

## *Proportion of Colleges Reporting Major Construction Projects*

| | Rehabilitation and alteration | | New construction | |
|---|---|---|---|---|
| | Past 5 years | Next 5 years | Past 5 years | Next 5 years |
| University housing: | | | | |
| Undergraduate | 39% | 26% | 16% | 25% |
| Graduate | 8% | 9% | 2% | 8% |
| Faculty | 1% | 1% | 0% | 2% |
| Married student | 7% | 8% | 1% | 8% |
| Classroom | 59% | 34% | 23% | 49% |
| Auditorium | 22% | 21% | 8% | 20% |
| Office | 55% | 24% | 17% | 38% |
| Library | 20% | 34% | 10% | 29% |
| Laboratory | 37% | 33% | 19% | 44% |
| Athletics, recreation | 25% | 17% | 17% | 36% |
| Performing arts | 17% | 13% | 5% | 24% |
| Student center | 24% | 19% | 5% | 25% |
| Dining | 23% | 15% | 4% | 13% |
| Parking | 12% | 12% | 9% | 31% |
| Infrastructure | 24% | 28% | 11% | 25% |
| Other | 1% | 1% | 2% | 5% |

SOURCE: SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING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# Give & Take

**The sneakers** worn by the two Miami *Herald* reporters who staked out Gary Hart's Washington home will be auctioned next month to help support training for minority journalists in mid-career.

One of the reporters, Tom Fiedler, said the shoes had helped him pose as a jogger during the stakeout. "I did these very slow little loops around the neighborhood and would sit in the park and watch the town house," he said. "I looked like any typical Capitol Hill yuppie."

Proceeds from the auction, to be held at the annual meeting of the National Association of Black Journalists, will finance scholarships for the Multicultural Management Program in the School of Journalism at the University of Missouri at Columbia.

The reporters donated their shoes in response to a request from Ben Johnson, the program's director, who wrote to hundreds of journalists seeking items to auction.

Mr. Fiedler's shoes are size 10 Nikes, dark gray and silver, with a retail value of $49.95.

▪

**Paul Simon,** the singer, will donate to the United Negro College Fund a portion of the revenues from an eight-city concert tour promoting his *Graceland* album.

William Allen, the fund's vice-president and general counsel, said his organization had sent letters promoting the concert to donors and alumni of colleges benefiting from the fund, and had worked through the black media to help generate interest in the concerts among blacks. "The black community didn't know fully what these concerts were about," he said. Many blacks had criticized the album because portions of it were recorded in South Africa, in violation of a cultural boycott of that country. Simon is also contributing revenues from the tour to Children Against Apartheid, a group headed by Archbishop Desmond M. Tutu. The tour concludes this month.

▪

**The paintings** held in collections at over 100 historically black colleges and universities have been inventoried as a result of fund-raising efforts by the President's Committee on the Arts and Humanities. The committee is now seeking sponsors for an exhibit of the paintings and for a program to train professionals at the colleges in museum-conservation techniques.

▪

**James Farmer,** the founder of the Congress of Racial Equality (CORE), has given the University of Texas at Austin thousands of papers pertaining to the civil-rights movement from the early 1940's to the 1970's.

The collection includes papers relating to Mr. Farmer's role in organizing the Freedom Riders, an interracial group that helped desegregate Southern bus systems, and in advising Presidents Johnson and Nixon on civil rights.

PHILANTHROPY

# Pay Gap Widens Among Fund Raisers as Colleges Pursue High-Priced 'Stars'

## Top salaries rose sharply in 1986 while averages fell; disparity called 'just enormous'

By PAUL DESRUISSEAUX

BOSTON

Colleges and universities are continuing to pursue high-priced "stars" to head their fund-raising operations and to offer them substantially higher salaries than those paid to other officials on their development staffs, according to a consultant who has just completed a study of compensation in the field.

"At many institutions we are now seeing a gap between the salaries paid to the chief development officer and to the next highest-ranking fund raiser that is just enormous," said Steven T. Ast, president of the executive recruiting division of Brakeley, John Price Jones Inc., a fund-raising consulting company.

The highest salaries paid last year to fund raisers at both public and private institutions were up sharply from the 1985 levels, according to Mr. Ast's study. At the same time, the average salary paid to head fund raisers in higher education in 1986 was found to be $5,245 lower than in the year before. Average salaries were also down in four of the five categories of mid-level fund-raising officials.

### Responses from 273 Campuses

The findings are based on the responses of head fund raisers at 273 colleges and universities to a survey conducted by Brakeley Recruiting. In addition to information on their own career histories and salaries, these "chief development officers," as the survey called them, also provided data on the compensation of a total of 729 members of their staffs responsible for particular aspects of the overall fund-raising operation, such as planned giving or major gifts.

Officials of colleges and universities of all sizes, both public and private, in all parts of the country participated in the survey. "We're very confident that the findings are a fair reflection of what's going on out there," said Mr. Ast. The survey was sent only to institutions that had what he called "serious fund-raising programs," determined by the size of the staff and the amount it raised in private support each year, as well as the number of years the program had been in place.

### Top Salary: $130,000

While a report on the survey will not be published until fall, Mr. Ast discussed some of its findings at the annual meeting here of the Council for Advancement and Support of Education. Among them:

► The highest salary paid in 1986 to a fund raiser at a private college or university in the survey group was $130,000, up from $115,000 in 1985. At public universities, the top figure was $114,000, compared to $99,750 the year before.

► Forty-six per cent of the chief development officers in the survey were paid between $60,000 and $100,000, and 2.9 per cent of them earned more than $100,000.

► The average salary received by chief development officers was $59,712. Those at public universities earned an average of $62,500, about $4,500 more than the average salary of those at private institutions. The lowest salary reported was $22,500.

► Women held 17.4 per cent of the top fund-raising positions, and on the average earned only 82 cents for every dollar paid to their male counterparts.

The survey also found that 65 per cent of all of the chief development officers responding had an advanced degree, and 26 per cent of the total had doctorates. Those with a Ph.D. had an average salary that was $3,106 more than the average for the group as a whole.

The best-paid fund raisers, said Mr. Ast, were those who had raised the most money, had been in their positions the longest, and supervised the largest staffs.

**Average salaries of fund raisers in higher education**

| | 1986 | 1986 |
|---|---|---|
| Chief development officers | $64,957 | $59,712 |
| Director of development | 48,180 | 45,934 |
| Director of major gifts | 43,610 | 39,903 |
| Director of annual giving | 34,510 | 30,829 |
| Director of corporate or foundation giving | 34,540 | 34,628 |
| Director of planned giving | 41,370 | 40,681 |

The survey found that an institution's size—based on endowment, enrollment, and operating budget—had a lot to do with the level of compensation of its fund raisers. Mr. Ast said chief development officers at private institutions with operating budgets of approximately $50-million earned average salaries that were $45,000 lower than those earned by their counterparts at institutions with budgets of $200-million.

Mr. Ast said the drop last year in the average salaries earned by fund raisers had been due to a "market correction."

"There was a real explosion in the salaries paid to fund raisers a few years ago," he said, "and now some institutions are deciding that they went too far too fast and are no longer willing to pay those high salaries."

### Women Earn Less

He also said the large number of women who entered the field in recent years had brought average salaries down. (See story on following page.) On that point, however, other members of the panel of which Mr. Ast was a part—the title of which was "Men and Women in Development"—said the increase in female fund raisers had had little to do with lowering salaries in the field.

"We can't let this become a men-versus-women issue," said Mr. Ast in an interview, "but our survey's findings show that women are now competing with men for top jobs in fund raising, and they are earning lower salaries. I have nothing that shows women are willing to accept lower salaries than men for the same jobs, but, based on anecdotal evidence, I'd say that that is the current perception of many men in fund raising."

If there are many more women in fund raising today than in the past, most of them are at lower-level positions, according to Mr. Ast's survey. It found only 12 per cent of the mid-level managers were women. Mr. Ast said the Brakeley survey would collect information in future years that could be used to determine how many fund-raising positions at all levels were held by women.

### Expectations Raised

Mr. Ast said the ever-widening gap between the best-paid fund raisers and the rest of the field was a cause for serious concern.

"The star system seems to raise the expectations of trustees and presidents, who

*Continued on Following Page*

## *Popular Type of Charitable Trust Imperiled by a Proposed Technical Change in Tax Law*

WASHINGTON

A technical amendment to the Tax Reform Act of 1986 will, if enacted, discourage the creation of many charitable lead trusts, fund raisers say.

One of several types of planned gifts—those that enable donors to make contributions to charity while retaining some financial benefits from them—charitable lead trusts are popular among donors to colleges and universities. To make such a contribution, a donor typically places funds in a trust for a specified number of years, during which payments from the funds go to the college or other charity. When the trust ends, the assets go to the donor's grandchildren.

The technical amendment now before Congress would eliminate the charitable deduction from "generation-skipping" transfer taxes on lead trusts that were created after June 10, 1987.

"This is a substantive change masquerading as a technical amendment," said Conrad Teitell, a tax lawyer and fund-raising consultant. He called the change "bad policy."

### 'Very Likely' to Become Law

The amendment is just one of many technical changes in the new tax law now being considered by Congress. It may be signed into law by the end of the year.

Mr. Teitell said that, because the provision is now part of the technical-amendments legislation, it is "very likely" to become law.

—ANNE LOWREY BAILEY

# *Fund Raisers Weigh Implications of Influx of Women into Field*

BOSTON

There is wide agreement among observers of fund raising in higher education that the influx of women into the field in recent years has had a noticeable effect on it. There is much less agreement, however, about the precise nature of that effect.

Differences of opinion surfaced quickly when a panel of university officials and fund-raising consultants sought to discuss the subject at the annual meeting here of the Council for Advancement and Support of Education. The title of their session—"Men and Women in Development"—suggested an element of harmony that some of the speakers worried aloud was being threatened by the influx of women into fund raising.

### Loss of 'Balance' Feared

Robert G. Smith, vice-president for university relations in the University of Maryland system, said if women kept entering the field in large numbers the representation of the sexes in the field, which is often called institutional advancement, would again be "out of balance" before long. "I think it's very important for our institutions to have a balance between men and women in advancement," he said. "It's not a problem today, but it will be one 10 years from now, when working in this profession will become as unpleasant as it was in 1975, when 79 per cent of all the fund raisers in higher education were men."

"We're not bringing enough young men into the pipeline," said Mr. Smith, adding that at the University of Maryland he had instituted a requirement that the finalists for all fund-raising positions include at least one male.

Rita Bornstein, vice-president for development at the University of Miami, said that if the field is not attracting enough men, "discrimination against women is a bad remedy. What we need to do is work to improve the image of the profession and its status.

"We have to do what's best for our institutions, so we must hire and promote the best people, even if they are women," she said. "But I agree: We need diversity in our fund-raising staffs; that's important. And that might mean hiring affirmatively."

Two consultants on the panel said the large numbers of women who entered the field in recent years had caused the average salaries of fund raisers to drop.

"What we are seeing is a reflection of what happens in the work force at large in our society—as women enter a profession in large numbers, salaries go down," said Barbara W. Snelling, a former vice-president for development at the University of Vermont and now president of a consulting and recruiting company. "Women start at lower salaries and are not given the same raises and promotions as men. There is a set of built-in social attitudes that undervalues women's work and worth."

### Women Are Paid Less

A just-completed survey of compensation in the field found that women who headed the fund-raising operations at their institutions earned, on the average, 82 cents for every dollar paid to their male counterparts.

Ms. Bornstein said market forces and not the large numbers of women entering the field were responsible for the drop in salaries. Far from lowering salary levels, she said, the growing numbers of women who are becoming college fund raisers are making important contributions to the professionalization of the field.

"Men always get alarmed when large numbers of women start moving into what had been a mostly male field," she said. "But I think the status and the salaries of fund raisers are affected by occupational and market forces, and not by more women taking jobs as fund raisers."

Many women now becoming fund raisers, Ms. Bornstein said, bring with them impressive credentials and often have experience in other fields, such as law or business.

Such attributes, she said, will ultimately help raise the status of the field.

Ms. Snelling said fund raising, like society at large, was still in a period of transition from old values to newer ones. She said an important focus for the efforts of those concerned about inequity in the compensation of fund raisers would be to work to see that equal pay was awarded for equal work regardless of sex, beginning with entry-level jobs.

—PAUL DESRUISSEAUX

# Pay Gap Widens Among Fund Raisers as Colleges Pursue High-Priced 'Stars'

*Continued from Preceding Page*

feel that if they go out and pay $100,000 they'll get a chief development officer who can come in and turn on the money machine," he said. "But it doesn't work that way. And these very big salaries cause dissatisfaction within the ranks of fund raisers at an institution, which leads to job-hopping and can have serious consequences for donor and prospect cultivation."

Just the same, he said, colleges and universities still seem to be looking "for the fund-raising star who can champion their efforts to attract large-scale support," and are financing the high salaries they must offer such officials by holding down the compensation of their other fund raisers. "I think that approach is going to end up costing them dearly," said Mr. Ast.

According to the Brakeley survey, the average salaries in four of the five key mid-level positions in fund raising—directors of annual giving, development, major gifts, and planned giving—dropped from between $689 to $3,707 last year. In the one category in which there was an increase in the average salary—director of corporate and foundation giving—it was only $88.

Copies of *The Brakeley Compensation Report for 1986* will be available in mid-September for $10 each prepaid from Brakeley, John Price Jones, 1600 Summer Street, Stamford, Conn. 06905.

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# In Brief: Philanthropy

## Kalamazoo College Given $4-Million by Dow Fund

The Herbert H. and Grace A. Dow Foundation has given $4-million to Kalamazoo College for the construction of a science center.

The grant is the second largest ever made by the Dow foundation and the biggest ever received by an institution or organization in the Kalamazoo area.

Herbert H. Dow, the foundation's president, said the grant had grown out of the Dow fund's interest in excellence in science education and Kalamazoo College's successful record in producing undergraduates who go on to earn Ph.D.'s in the sciences.

The new science center will include facilities for undergraduate and faculty research and studies in biology, physics, and chemistry. —A.L.B.

## Caltech Gets $1.2-Million for 'Early Universe' Study

The Kenneth T. and Eileen L. Norris Foundation has given $1.2-million to the California Institute of Technology for a study of the early universe.

A major portion of the gift will be used to build a multi-object spectrograph, a fiber-optic instrument that can record the spectra of light from 100 galaxies simultaneously.

Working with the 200-inch Hale telescope at Caltech's Palomar Observatory, scientists will use the spectrograph to determine, among other things, the distance from the earth in light years of thousands of galaxies. Officials of the institute said the device would help scientists assemble the most detailed picture to date of how the universe evolved.

Because very long exposure times are required to obtain the spectra of faint galaxies, astronomers have charted the evolution of only several hundred galaxies that are more than one billion light years from earth. Using the new instrument, Caltech scientists will be able to chart more than 10,000 galaxies in three years; without it the project would take 50 years. —A.L.B.

## Foundations Support Study on Views of Wealthy Donors

Several foundations have made grants to support a five-year project aimed at finding out why wealthy Americans are not as interested in forming private philanthropies as they once were.

The project is being coordinated by Waldemar A. Nielsen, an author and former foundation official who is regarded by some as a harsh critic of organized philanthropy. Working through the Aspen Institute for Humanistic Studies, Mr. Nielsen plans a series of meetings with wealthy people in different parts of the country to try to determine why they are not inclined to use the grant-making foundation as a vehicle for their charitable giving.

The slowdown over the past two decades in the rate of formation of new foundations has been documented extensively, most recently in a book called *America's Wealthy and the Future of Foundations*, published by the Foundation Center last spring. Mr. Nielsen said his project would use the data collected in that study as a stepping-off point.

Mr. Nielsen is the author of *The Golden Donors: A New Anatomy of the Great Foundations* and *The Big Foundations*.

This month the Gannett Foundation announced a $50,000 grant to support the project, which will cost $300,000. Earlier, the project received $50,000 grants from the Robert Wood Johnson Foundation and the JDR 3rd Fund, and $25,000 grants from the Commonwealth Fund and the Model Foundation.

Mr. Nielsen plans to hold the project's first seminar in the fall. —P.D.

# Private Grants and Gifts to Higher Education

**CHARLES K. BLANDIN FOUNDATION**
*100 Pokegama Avenue, North Grand Rapids, Mich. 55744*

**Languages.** For the International Language Villages program: $85,425 to Concordia College (Minn.).

**BURLINGTON NORTHERN FOUNDATION**
*999 Third Avenue, Seattle 98104-4097*

**Minorities.** For programs to encourage Native Americans to pursue higher education: $130,000 to Dartmouth College.

**BUSH FOUNDATION**
*E-900 First National Bank Building St. Paul 55101*

**Faculty.** For programs of faculty development: $23,000 to U. of Minnesota, $211,200 to Spelman College and $210,000 to Xavier U. of Louisiana.

**Medical care.** For a medical information network in South Dakota: $131,778 to U. of South Dakota.

**Science education.** For the Alliance for Science project: $50,000 to U. of Minnesota.

**Support.** For the capital campaign: $75,000 to Mount Marty College.

**Women.** For programs for educationally and economically disadvantaged women: $75,000 to Metropolitan State U. (Minn.).

**MEADOWS FOUNDATION**
*Wilson Historic Block 2922 Swiss Avenue, Dallas 75204*

**Faculty.** For programs of faculty development: $100,000 to Prairie View A&M U.

**CHARLOTTE W. NEWCOMBE FOUNDATION**
*231 Nassau Street, Princeton, N.J. 08542*

**Graduate education.** For fellowships: $527,000 to Woodrow Wilson National Fellowship Foundation.

**Student aid.** For scholarships: $365,000 divided among 15 colleges and universities related to the Presbyterian Church (U.S.A.).

**PHILADELPHIA FOUNDATION**
*Two Mellon Bank Center, Philadelphia 19102*

**Urban programs.** For the urban-studies and community-service center: $30,000 to La Salle U.

**REEVES BROTHERS FOUNDATION**
*115 Summit Avenue, Summit, N.J 07901*

**Support.** For a professorship: $666,000 to North Carolina State U.

**SPENCER FOUNDATION**
*John Hancock Center 875 North Michigan Avenue, Chicago 60611*

**Children.** For research on parents' beliefs about children's cognitive development: $70,600 over two years to U. of Florida (principal investigator: Scott A. Miller).

—For a study of parent-child development centers: $41,350 to U. of Houston (principal investigators: Dale Johnson and Janet B. Blumenthal).

—For a study of social constraints on the development of representational tactics of young children: $147,500 over three years to U. of Quebec at Montreal (principal investigator: F. F. Strayer).

**Memory.** For research on the role of cognitive effort in memory: $19,650 to Skidmore College (principal investigator: Mary Ann Foley).

**Occupational success.** For a study of race and sex differences in the role of education for occupational success: $78,000 to Johns Hopkins U. (principal investigator: Jomills H. Braddock, II).

**Rural areas.** For research on organizational change and educational outcomes in rural areas: $81,200 to U. of Alaska at Fairbanks (principal investigator: Gerald A. McBeath).

**Social sciences.** For research on transmitting cultural knowledge at home and at school: $186,600 over three years to U. of California at Los Angeles (principal investigator: Patricia Goldring Zukow).

—For a study of family factors affecting the competence of low-income black kindergarteners: $147,400 over two years to U. of Chicago (principal investigators: Sydney L. Hans and Judith Smith Musick).

—For a study of the visual translation of cultures: $23,5000 to U. of Southern California (principal investigator: Nancy C. Lutkehaus).

—For research on social gender identity: $98,600 to U. of Sussex (England) (principal investigator: Barbara Lloyd).

—For research on woman social scientists in 20th-century America: $47,000 to Wellesley College (principal investigator: Ellen F. Fitzpatrick).

—For a study of the social history of the American reading public, 1880-1890: $195,500 over three years to U. of Wisconsin at Madison (principal investigator: Carl F. Kaestle).

**Teacher education.** For a study, "Among College Graduates Certified to Teach: Who Becomes a Teacher?": $35,300 to Harvard U. (principal investigator: Richard J. Murnane).

### GIFTS AND BEQUESTS

**University of California at Los Angeles.** For the biotechnology research and education project in the school of medicine: $100,000 from Richard D. and Veda F. Weisman.

**Eastern Connecticut State University.** For scholarships: $50,000 from David T. Chase.

**Fort Wayne Bible College.** For the capital campaign: $20,000 from Trinity Wholesale Distributors and $40,000 from members of the board of governors.

**Indiana University of Pennsylvania.** For the capital campaign: $100,000 from Phyllis Patchin, Stephen R. Patchin, and Carl Patchin, Jr., and $75,000 from Michael Gendich.

**Lake Forest College.** For scholarships: $38,000 from the estates of Evalyn Elizabeth Cook Richter and Paul K. Richter.

**Oakland University.** For the capital campaign: $100,000 from Continental Water Company and $75,000 from Michigan Bell Telephone Company.

**Stetson University.** For the endowment: $100,000 from an anonymous donor.

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## News Summary

Articles on inside pages

**Folklorists** have documented the traditional culture of the people of New Jersey's Pinelands National Reserve. Story on Page 5.

**A study** of the effects of ending mandatory retirement has been delayed, frustrating some in academe. The A.A.U.P. has decided not to resist uncapping the retirement age for faculty members. Stories on Page 9.

**English teachers** from kindergarten through college set out strikingly unified classroom goals at a recent conference. Story on Page 9.

**A professor** at Howard University is forming a national organization to promote the interests of black faculty members. Story on Page 9.

**The faculty union** at Fairleigh Dickinson University has been decertified by the National Labor Relations Board. Story on Page 10.

**Low-income students** would receive more generous Pell Grants next year under a bill passed by the House Appropriations Committee. Story on Page 13.

**Student-aid administrators** are predicting that the new immigration law will cause much confusion on the campuses this fall. Story on Page 15.

**A comparison** of education and training provisions in trade bills pending before the House and the Senate appears on Page 16.

**Students and professors** in Chile are again protesting the government's higher-education policies. Story on Page 25.

**Japan and China** are quarreling over a five-story dormitory building in Kyoto. Story on Page 25.

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# South Africa Warns Campuses to Quell Student Activism

## Minister threatens to punish universities that fail to act

By HELEN ZILLE

CAPE TOWN

The South African government last week threatened to punish universities that fail to control student activists.

The warning came in a speech to Parliament by the Minister of National Education, F. W. de Klerk, during consideration of his department's budget. Although he did not say specifically what the government might do, observers speculated that state subsidies would be cut for universities that did not develop or enforce disciplinary codes for students.

"The government has great respect for universities and the academic profession, and wishes to maintain the autonomy of these institutions," Mr. de Klerk asserted. "But academic autonomy is not absolute, and if it is upheld to the disadvantage of the country as a whole, we will not hesitate to act."

### Parents' Complaints Cited

The minister said the government was sensitive to the fact that taxpayers' money was being used to subsidize each student.

"While the government has an obligation to higher education, it also has an obligation to taxpayers to see that universities do not receive funds which will be used for ulterior motives," he declared.

He said the government had received many letters in which parents of university students expressed concern about influences to which their children were being

*Continued on Page 26, Column 1*

### *Governors Urge Expansion of International Studies*

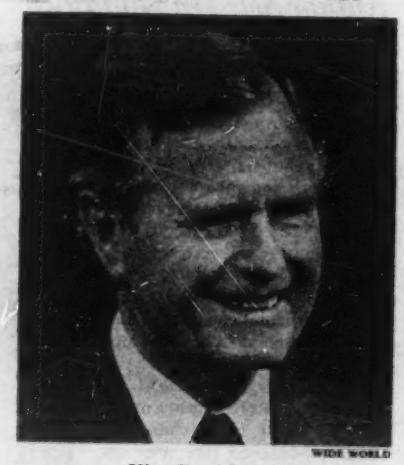
The nation's governors have urged public colleges to expand their programs in international studies and foreign languages. Page 13.

## REAGAN UNVEILS SUPERCONDUCTIVITY PLAN

WIDE WORLD

*At a conference on superconductivity, Alan Schriedheim (left) of the Argonne National Laboratory stages an experiment for President Reagan and Howard Baker. Story on Page 4.*

# *Bush Proposes 'College Savings' Plan, Indicates He Would Reverse Efforts to Slash Student Aid*



WIDE WORLD

*Vice-President George Bush: "In higher education today, the question is just as much access as it is quality—economic access."*

By STACY E. PALMER

Vice-President Bush made it clear last week that if he is elected President in 1988 he will not continue Ronald Reagan's efforts to slash federal spending on student aid.

In a speech delivered to a meeting of the National Conference of State Legislatures in Indianapolis, Mr. Bush said the federal government had to do more to help families shoulder the cost of paying for college. He proposed the establishment of a national program to provide tax breaks for college savings and said he would push for the expansion of a program that bases student-loan repayments on the amount the borrowers earn after they graduate from college.

Education will be a central theme of Mr. Bush's Presidential campaign, his aides said. Like many of the other Presidential contenders, both Democratic and Republi-

*Continued on Page 18, Column 1*

# Civil Libertarians Forcing NCAA into Court to Defend Mandatory Drug Tests

By DOUGLAS LEDERMAN

Legal challenges to the National Collegiate Athletic Association's mandatory drug-testing policy are intensifying and may soon force the association into court to defend the program's merits.

Ever since it was established last year, the N.C.A.A. policy has been under fire from civil libertarians and others who contend that mandatory testing, without reasonable suspicion of drug use, violates the privacy rights of athletes. The N.C.A.A. adopted the policy in an effort to combat what it perceived as a growing drug problem among athletes.

The policy requires all athletes at the N.C.A.A.'s member institutions to sign a form at the beginning of the academic year consenting to urinalysis for all post-season competition. Any athlete who refuses to sign the form becomes ineligible to play.

### Named a Co-Defendant

Late last month, a judge in Seattle declared the University of Washington's drug-testing program unconstitutional on federal and state privacy grounds. In so doing, King County Superior Court Judge George T. Mattson ordered the N.C.A.A. to join the lawsuit as a co-defendant.

The judge also issued a temporary restraining order prohibiting the N.C.A.A. from requiring that the university participate in the drug-testing program and enjoining the association from punishing the university or its athletes for failing to do so.

The University of Washington's drug-testing program, one of about 130 that have been adopted at individual colleges and universities, was scheduled to go into effect on August 12.

Ernest Morris, the university's vice-president for student affairs, said last week

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## Ways & Means

**After many months** the Reagan Administration has found someone to nominate for the No. 2 post at the Education Department: Linus Wright, superintendent of the Dallas public schools.

The President is expected to nominate Mr. Wright formally after a routine background check is completed.

The Administration first chose Glenn C. Loury, a Harvard University economics professor, to fill the No. 2 position. But Mr. Loury withdrew his name from consideration amidst charges that he had beaten his girlfriend.

Another of the Administration's candidates, Bruce M. Carnes, who is now Deputy Under Secretary of Education, was told he could not be confirmed because he had alienated lawmakers with his controversial statements on college costs.

Education Secretary William J. Bennett later asked the president of Florida International University, Modesto Maidique, if he would take the job, but Mr. Maidique said he wanted to stay at the university.

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**Richard F. Celeste,** Ohio's liberal Democratic Governor, and Arch A. Moore, Jr., his conservative Republican counterpart in West Virginia, are unlikely political partners. But a chance to pump $4-billion into their region was enough to prompt a political marriage of sorts last week.

At the annual meeting of the National Governors' Association, the two men announced that West Virginia would support Ohio's bid to be the site of the Energy Department's Superconducting Supercollider. Most governors acknowledge that they don't completely understand what the underground particle accelerator will do, but no matter: They are competing fiercely to win it.

Officially, the governors said they had joined forces because "the Ohio–West Virginia region boasts many of the necessary requirements for building the S.S.C., including excellent sub-surface geology, a highly skilled labor force, and a well-established infrastructure."

Governor Moore acknowledged that factors besides altruism had entered into the decision. His state's mountainous terrain probably disqualified it from winning the coveted prize, he said.

Still, he added, the state has one of the most important "resources" needed to obtain the S.S.C.—an influential Congressional delegation, led by the Senate Majority Leader, Robert Byrd.

In return for having its bid backed, Ohio officials promised to help West Virginia companies obtain some of the contracts for building the S.S.C.

Just in case West Virginia's support is not enough, Governor Celeste said his state was spending $2.5-million in its effort to win the S.S.C. He also showed a videotape demonstrating Ohio's advantages; it includes Mr. Celeste saying, "God made Ohio for the S.S.C."

GOVERNMENT & POLITICS

# Governors Urge Colleges to Expand Programs in International Studies and Foreign Languages

### Improving the economy appears to be moving force behind report and exhortations by state officials

By SCOTT JASCHIK

TRAVERSE CITY, MICH.

The National Governors' Association last week urged public colleges and universities to expand their programs in international studies and foreign languages.

At their annual meeting here, governors spoke frequently, and passionately, about the need for American college students to become more knowledgeable about other countries.

In a new report, *Educating Americans for Tomorrow's World: State Initiatives in International Education*, the governors outlined a range of actions that state officials could take to promote increased activity in international education.

**'Political and Economic Price'**

As with almost every discussion at the governors' meeting, improving the economy was the primary motivation behind their interest in international affairs.

"We pay a political and economic price for our inability to understand and communicate with our global neighbors," said Virginia Gov. Gerald L. Baliles, a Democrat who is chairman of the N.G.A.'s Committee on International Trade and Foreign Relations.

"Knowing the language of trade is to be able to communicate with the buyers and sellers of the world," he said.

Specifically, Governor Baliles and his committee's report recommended the following actions:

► Colleges should raise or reinstate their foreign-language requirements.

► Geography should receive increased attention at all levels of education.

► Colleges should add courses in the history, culture, and economics of other nations—in particular, Japan's.

► Teacher-education programs should include courses in international education.

► Business schools should require their students to study the economies and business practices of other countries, and should offer similar instruction for those already working in the business world.

The governors at the meeting, as is their habit at such sessions, competed with each other in stating their commitments to international education.

Indiana's Gov. Robert D. Orr, Republican, said, "Schools of business ought not give an M.B.A. to anyone not fluent in at least one foreign language."

Higher-education officials could, and should, force elementary and secondary schools to offer more foreign-language courses just by requiring more language study to enter college, Governor Orr said.

Tennessee's Gov. Ned R. McWherter, a Democrat, said he had learned the value of foreign-language knowledge firsthand.

**'We're Involved in a Global Economy'**

"I'm a college dropout, and I once went to South America as a shoe salesman without speaking Spanish," Governor McWherter said. "It was difficult."

Said California's Gov. George Deukmejian, a Republican: "We're involved in a global economy, and our future growth depends on how we do in international competition."

He said he favored the recent recommendation by California's Commission for the Review of the Master Plan for Higher

*Continued on Page 17, Column 1*

# *House Panel Votes More Money for Pell Grants and Health Institutes*

WASHINGTON

Low-income students would receive far more generous Pell Grants next year, under a bill approved by the House Appropriations Committee last week.

The bill would also increase money for the National Institutes of Health by 10.5 per cent, not counting money for research on acquired immune deficiency syndrome. When funds for AIDS research are included, the increase for the institutes would be 12.9 per cent.

For the first time ever, annual spending on Pell Grants would top $4-billion in fiscal 1988, which begins October 1.

The committee said the 15-per-cent increase it approved would allow the maximum grant per student to rise from $2,100 to $2,300—the first increase in three years.

**Education Dept. Disagrees**

Education Department officials, however, said the $4.45-billion approved by the committee would not be enough to increase the maximum grant by that much. They estimated that about $5-billion would be necessary. If insufficient money is appropriated, either Congress would have to provide more money later or the Education Department would have to reduce grants to some students, department officials said.

The discrepancy in the numbers arose because Congress and the Education Department are required to estimate more than a year in advance how many students will be eligible for Pell Grants and how much they will receive. Each uses a different method to predict future costs.

The House committee's bill would provide money for education, labor, and health-and-human-services programs. Under the bill, money for other student-aid programs would increase slightly—between 3 per cent and 6 per cent per program. Grants to encourage minority-group students to attend college and to aid black colleges also would be increased, as would funds for graduate programs and money to help colleges build facilities.

The committee's bill would provide $20.6-billion for all Education Department programs in fiscal 1988, $1.2-billion more than is available for the current fiscal year.

The House panel would nearly double the amount of money being spent on AIDS throughout the Department of Health and Human Services, raising it to a total of $945-million in 1988. That is $179-million

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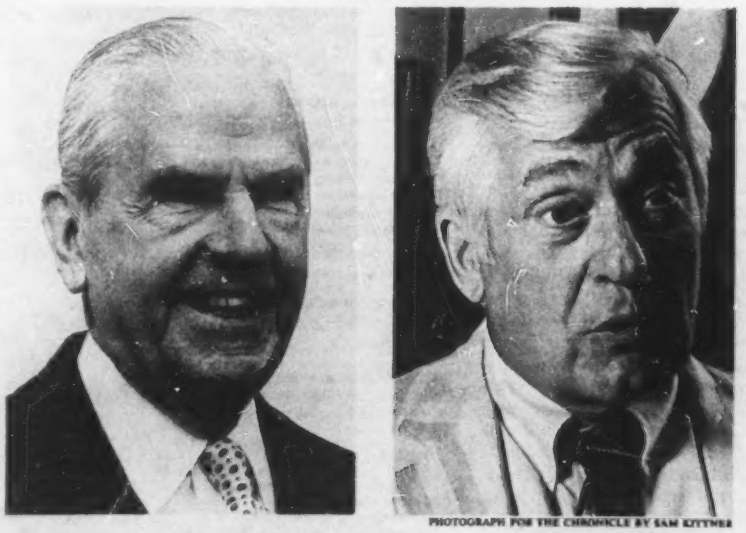
## Behind the Appropriations: a Harmonious Duo



PHOTOGRAPH FOR THE CHRONICLE BY SAM KITTNER

Rep. William H. Natcher, a courtly Democrat from Kentucky, and Rep. Silvio O. Conte, a boisterous Republican from Massachusetts, have formed an alliance that has helped education spending bills sail through Congress.

*Story on Page 14.*

NATCHER, CONTE: CONGRESSIONAL ODD COUPLE

# *Republican-Democratic Alliance Smooths Way for Education Funds*

By ROBIN WILSON
WASHINGTON

When Rep. William H. Natcher, the Democrat who chairs the subcommittee that handles education appropriations, set a record this year by casting his 15,000th roll-call vote, Rep. Silvio O. Conte took to the House floor to applaud him.

"I rise to offer my congratulations to my good friend—and I mean good friend—Bill Natcher," said Mr. Conte, the ranking Republican on Mr. Natcher's subcommittee.

Such praise from a Republican member of an appropriations subcommittee for the panel's Democratic chairman is rare. Indeed, the relationships of the Democratic and Republican leaders of the 11 other House appropriations subcommittees are precarious. And it is not unusual for Republicans to be the most vociferous opponents of bills drawn up by their Democratic colleagues, and vice versa.

Mr. Natcher and Mr. Conte work closely together and usually agree on spending levels for particular programs. The subcommittee's main job each year is to write a bill that provides money for programs that range from student aid to international education to graduate education. The bill also sets spending for labor and health programs. The full Appropriations Committee last week approved the subcommittee's spending bill for fiscal 1988.

### Benefits for Higher Education

The alliance between the two men has benefited higher education, Congressional aides say. They cite these examples:

► For four years in a row, an education-spending bill has been signed by President Reagan even though the Administration has consistently advocated deep cuts in education programs and the bills have always awarded increases. Congressional aides say Mr. Natcher and Mr. Conte have worked together and drummed up enough Congressional support for the bills that President Reagan has been reluctant to veto them.

► The education-spending bill typically is considered on the House floor for only a few hours before members vote to approve it. By contrast, other spending bills languish on the floor for days, as subcommittee members argue with each other and attempt to amend the measures. Aides say that because Mr. Conte and Mr. Natcher are not battling each other over spending levels, they can concentrate on gathering support to insure quick passage.

► Mr. Natcher and Mr. Conte persuaded their colleagues to override the President's veto of a supplemental spending bill for education programs in fiscal 1982. Congressional aides say the two lawmakers might not have been successful if their alliance had not been so strong.

Although Mr. Natcher and Mr. Conte work well together and are both considered supporters of education spending, the two men have very different styles and personalities.

Mr. Natcher, who is from Kentucky and has served in Congress for 33 years, is the quintessential Southern gentleman, a courtly man who rarely lets education lobbyists know what he is thinking and who makes his decisions on spending levels without much explanation.

Mr. Conte, who is from Massachusetts, is from the baby-kissing, wheeling-and-dealing, hand-pumping school of politics—a boisterous, friendly man who readily says what he believes and has been known to lambaste those who he thinks are wrong.

> **"I did all of the missionary work for the committee and I got those bills signed."**

Unlike Mr. Conte, Mr. Natcher shuns publicity and rarely talks with reporters. He declined to be interviewed by *The Chronicle* for this article.

College officials say the bills that come out of Mr. Natcher's subcommittee show he is interested in bolstering student aid and other programs for poor students. But he rarely discusses his personal feelings with college representatives or makes commitments on spending levels. He simply assures lobbyists that he will give them a "good bill."

For those who are unfamiliar with Mr. Natcher's style, the promise can be confusing.

Earlier this year, a group of college presidents came to Washington to lobby for more money for education. One president who visited Congressman Natcher left the meeting "quite excited," according to Charles B. Saunders, Jr., vice-president for governmental affairs of the American Council on Education, which arranged the presidents' trip.

"The president called and said, 'I want to pass along an important bit of intelligence. We talked to Mr. Natcher and he said he was going to give us a very good bill,' " Mr. Saunders related. "I just laughed and said, 'He tells that to everybody.' "

Mr. Natcher's style, however, can make even the most sophisticated Washington lobbyists anxious.

The chairman typically bars the public from the annual meetings at which his subcommittee drafts the education-spending bill. Congressional aides say Mr. Natcher doesn't want subcommittee members to be pressured by lobbyists. As a result, however, college representatives often don't know what the subcommittee has decided until weeks later, when the spending bill is considered by the full Appropriations Committee.

### A Fiscal Conservative

That can be dangerous for college officials, because it gives them little chance to lobby for more money if they think the subcommittee's bill doesn't provide enough.

Indeed, college lobbyists believe Mr. Natcher often is too conservative on education spending. "He has a reputation in the education community as a fiscal conservative," said one education lobbyist. "He never gives us as much as we want." Aides to Mr. Natcher's panel point out that education is not the chairman's only consideration; he must attempt to spread federal money over several worthy programs. Another reason for his thriftiness, the aides say, is that he wants bipartisan support of his bills and wants to insure that President Reagan will sign them. As a result, he is reluctant to approve huge increases for education and refuses to use education-spending bills to make statements or embarrass the President.

Before the 1984 election, for example, many Democrats urged Mr. Natcher to get his subcommittee to approve a generous education-spending bill that President Reagan would surely veto. That way, the Democrats reasoned, they could accuse the President of being against education and hurt his chances for re-election. But Mr. Natcher refused, and instead drafted a bill that he knew the President would sign.

### 'Straight Arrow' Image

Instances like that have earned Mr. Natcher his "straight arrow" image. The chairman also refuses all campaign contributions and won't deal with lobbyists who suggest that he appropriate money in return for special favors from colleges and universities.

"Probably the quickest way to lose your case with Mr. Natcher is to suggest that if he'll help you out, in some way this will bring about special recognition for him," says Donald W. Zacharias, who was president of Western Kentucky University for six years before becoming president of Mississippi State University in 1985.

Several years ago, a board member at one Kentucky college offered to give Mr. Natcher an honorary degree if the chairman would pay special attention to the college when he doled out federal education money. Mr.

## House Committee Votes More Money for Pell Grants

*Continued from Preceding Page*

more than the Administration's $766-million request for AIDS money in the department.

In a move that would involve little money—$2-million—but could change the way other AIDS money is spent, the committee recommended that the Department of Health and Human Services set up four advisory committees on AIDS—one reporting to the Secretary of Health and Human Services, and one each for the National Institutes of Health, the Alcohol, Drug Abuse, and Mental Health Administration, and the Centers for Disease Control. The committees' members would come from outside the federal government, would review each agency's AIDS research strategy and spending, and would be particularly responsible for recommending ways in which researchers outside of federal agencies could be involved more in AIDS research.

### $6.6-Billion for NIH

Excluding the AIDS money, the bill would provide $6.6-billion for the National Institutes of Health, $1.4-billion more than the Administration had requested, and $626-million more than is now being spent.

The committee said it wanted to give N.I.H. maximum control over its own spending, but the bill did contain specific instructions in at least two biomedical research areas. It would give $30-million—money not asked for—to the National Institute of General Medical Sciences for the search for the genes responsible for inherited diseases and disorders, a research effort known as "gene mapping." Language in the bill also encouraged the institutes to spend more money in the future on research looking at the effects of behavior and life style on health.

The Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education, is not expected to consider its version of the spending legislation until September. —DAVID L. WHEELER AND ROBIN WILSON

## Higher-Education Funds in House Appropriations Committee's Bill

| | Fiscal 1987 estimated spending | Fiscal 1988 President's request | Approved House committee |
|---|---|---|---|
| **Student assistance** | | | |
| Pell Grants | $3,862,000,000 | $2,710,000,000 | $4,450,000,000 |
| Supplemental Grants | 412,500,000 | 0 | 425,000,000 |
| College Work-Study | 592,500,000 | 0 | 625,000,000 |
| Income-contingent loans | 5,000,000 | 600,000,000 | 0 |
| State Student Incentive Grants | 76,000,000 | 0 | 80,000,000 |
| Perkins Loans | 188,000,000 | 26,000,000 | 200,000,000 |
| Guaranteed Student Loans | 2,132,000,000 | 1,176,574,000 | 2,425,000,000 |
| Congressional Teacher Scholarships | 15,500,000 | 0 | 15,500,000 |
| **Graduate support** | | | |
| Patricia Roberts Harris graduate fellowships | 11,750,000 | 0 | 15,000,000 |
| Jacob K. Javits fellowships | 3,400,000 | 0 | 7,000,000 |
| Patricia Roberts Harris public-service fellowships | 2,500,000 | 0 | 3,000,000 |
| Graduate Assistance in Areas of National Need | — | 0 | 12,000,000 |
| Graduate education for minorities | — | 0 | 5,000,000 |
| **Institutional assistance** | | | |
| Cooperative education | 14,400,000 | 0 | 14,400,000 |
| Developing institutions | 147,208,000 | 50,741,000 | 180,000,000 |
| Facilities | | | |
| Construction grants | 0 | 0 | 7,000,000 |
| Loans and insurance | 19,205,000 | 0 | — |
| College housing and academic facilities loans and construction insurance | — | — | 90,000,000 |
| Interest subsidies | 23,000,000 | 22,500,000 | 22,500,000 |
| College Construction Loan Insurance Association | — | 0 | 20,000,000 |
| International education | 32,050,000 | 0 | 32,050,000 |
| Law School Clinical Experience | 1,500,000 | 0 | 5,000,000 |
| Veterans' Education Outreach | 3,000,000 | 0 | 3,000,000 |
| **Library resources** | | | |
| Research libraries | 7,000,000 | 0 | 12,000,000 |
| Training and demonstration | 1,000,000 | 0 | $1,000,000 |

| | Fiscal 1987 estimated spending | Fiscal 1988 President's request | Approved House committee |
|---|---|---|---|
| **Aid to disadvantaged** | | | |
| College-aid migrant programs | $1,200,000 | $ 0 | $1,400,000 |
| Legal Training for the Disadvantaged | 1,500,000 | 0 | 2,000,000 |
| Minority Institutions Science Improvement | 5,000,000 | 5,000,000 | 5,500,000 |
| Programs for disadvantaged students | 176,370,000 | 82,370,000 | 215,000,000 |
| **Education for the handicapped** | | | |
| National Institute on Disability and Rehabilitation Research | 48,500,000 | 48,500,000 | 52,000,000 |
| Research and development | 18,000,000 | 18,000,000 | 19,000,000 |
| Personnel development | 67,730,000 | 50,000,000 | 71,000,000 |
| Rehabilitation training | 29,550,000 | 25,838,000 | 30,000,000 |
| Postsecondary programs | 5,900,000 | 5,900,000 | 6,200,000 |
| **Education research and statistics** | | | |
| Office of Educational Research and Statistics | | | |
| Office of Research | 20,100,000 | 21,500,000 | 21,826,000 |
| Center for Statistics | 14,100,000 | 21,600,000 | 14,486,000 |
| Programs for the Improvement of Practice | 22,100,000 | 19,600,000 | 22,057,000 |
| Information Services | 7,200,000 | 7,500,000 | 7,532,000 |
| **Bilingual education** | | | |
| Bilingual vocational training | 3,686,000 | 0 | 3,900,000 |
| Training grants | 33,564,000 | 33,564,000 | 37,023,750 |
| **Miscellaneous** | | | |
| Adult education | 106,981,000 | 130,000,000 | 130,000,000 |
| Fund for the Improvement of Postsecondary Education | 12,163,000 | 7,500,000 | 12,163,000 |
| Community-service projects | — | 0 | 1,537,000 |
| Office for Civil Rights | 43,000,000 | 42,975,000 | 42,333,000 |
| Teacher training | 95,177,000 | 80,000,000 | 96,000,000 |
| Vocational education | 881,967,000 | 0 | 899,600,000 |
| Women's educational equity | 3,500,000 | 0 | 3,500,000 |
| School, College and University partnerships | — | 0 | 5,000,000 |